Langton, Hugh Hornby (Librarian, University of Toronto) July 1919 – June 1920

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OPEN

CABLE ADDRESS:
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Edwards

UNIVERSITY OF TORONTO

LIBRARY

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TORONTO, CANADA, 27th May, 1919 191

Dear Mr. President:

A short time ago, Miss Young, the Head Cataloguer, came to me with a suggestion as to establishing a Library course in the University which would be mainly for the benefit of the students in the Faculty of Education. I recommended her to consult Professor Pakenham, and, if his ideas coincided with her own, to draw up a memorandum which I could then report to you. She has done so and I enclose her memorandum for your consideration. The main points seem to be (1) that under the present law every school in Ontario has to maintain a Library and no provision is made by the Education Department for training or requiring training in Library methods of Normal School students all of whom may be required in their professional career to manage a school library; (2) That the advantage of Library schools and Library courses has been thoroughly tested in the United States where there is a steadily increasing number of them. In Canada, on the other hand, there are none apart from the short autumn course established by the Ontario Department of Education, mainly for the benefit of Public Library assistants, in which matters of general education such as history and the history of literature form a large part of the course.

If it seems advisable to establish something like a Library course in this University, quarters will have to be provided in the Library Building. The space at present occupied by the Students' Book Department and the University Press (in part) would be admirably suited for the purpose. I understand that it is possible that the Students' Book Department may be converted into the retail department of the University Press, so that

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when a separate building is provided for the University Press - which must be done before long - the rooms at present occupied by the Students' Book Department would be vacated along with those now occupied by the Press.

As to the staff that would be required to manage a small Library School, it is probable that the first method suggested by Miss Young would be quite adequate. This would involve the appointment of a Head who would give all his or her time, but the special teaching would be done by members of the Library staff and of the Arts and Education Faculties.

I beg to submit the memorandum to your attention.

Yours faithfully,

H H Langton

Librarian

The President,

University.

MEMORANDUM ON THE NEED OF A LIBRARY SCHOOL IN THE UNIVERSITY OF TORONTO, TO WORK IN CO-OPERATION WITH THE FACULTY OF EDUCATION.

The complements in education are the school and the library. Each does something for the learner. The tendency, at present, is to dovetail the work of each more closely into that of the other; to make a co-operative union of them, for the benefit of education as a whole. The school teaches the child to read, that is it teaches him phonetics, the mechanical side of reading, and it teaches him interpretation or the reasoning side of reading. The library, in its turn, supplies him with material to read, and aims at teaching him how to use bibliographical aids effectively and how to find material, with economy of time and effort. Both the school and the library try to form in the young student habits of study which will help him later in his own work.

Out of the work of the school grew the need of training the teacher, and out of the work of the library has grown the necessity for training the librarian. The person who intends to teach goes, indeed must go, to a Normal School, before he is permitted to teach in a Government school, but so far, in Canada, small provision has been made for training the librarian by providing a library school. In the United States there are library schools, summer library schools, and library courses. The first American library school was organized in 1887 and the last one was established in 1911. In addition to the library schools proper, there are in the United States, library school departments in connection with several universities such as Chicago and Syracuse. Some colleges have courses in bibliography and the history of printing. Some Normal schools also have such courses, as well as

instruction in cataloguing and other library methods. These courses are given to undergraduate students to help them to use libraries more intelligently and to Normal students to enable them to organize and manage school libraries and to co-operate with the library work of the towns in which they will teach. In Canada there is no premanent library school; there are only two summer schools, and there are no systematic courses in the use of books and in library methods given to Normal school students or to University undergraduates. This means that Canada is behind in a useful educational work. This seems strange in the case of Ontario, whose first Minister of Education, in his zeal, included libraries in his plan of education. As the training in library work provided at home, is elementary, spasmodic, and given at inconvenient times, the Canadian desiring such training must go to the nearest place at which he can get it, that is an American library school, where he is instructed in American ideas and ideals, which are not desirable, except by contrast, for developing good Canadian citizens. Moreover, Canadian libraries desiring trained assistants, as many of the Western ones do, must get them from American schools, which can rarely supply Canadians, either because the demand is greater than the supply, or because most Canadians trained in American schools find more attractive or better paid positions open to them in the States. Normal school students get no training in library methods. This is unfortunate, especially in Ontario, where a law exists, which makes it compulsory for each school, elementary as well as secondary, to maintain a library in the school building, from which the children may get books, not only for study, but also for recreational reading. For some time, no doubt, the organization and management of these school libraries must be directed by the teachers. How can they select and buy books, the best books for children, assemble these books

in an orderly way and superintend the outgoing and incoming of the same, unless they have been taught? Where can they be taught better than in a library school or course, with practical demonstrations in a library? As time goes on, and the school libraries increase in size and use, it seems inevitable that the library side of the work will have to be taken over by a person who can give whole time to it, as has been the case in the Brooklyn High School for Girls, and in the Montreal High School. To give teachers instruction in library methods and to provide a training for men and women who wish to become librarians or library assistants, these are reasons for following our neighbour's example and organizing a permanent library school in Canada. If a school is to be established, it becomes a question as to what institution is to act as sponsor to it, and, in many ways, it seems as if a provincial university should undertake the responsibility, because as President Van Hise of Wisconsin University says, "A State University should not be a follower, but a leader, and in all fields." A university gives the stamp of sound learning and can appeal to a greater number of people than any other educational institution. Its prestige is great, not only in the city but in the country, not only in the province, but in the country at large and even beyond our own borders. If a Government University is to undertake the work, why should it not be the University of Toronto, the largest of the provincial universities, and the one to which the Western universities must look for advanced work, for some time to come. The Board of Graduate Studies of this University, we are told, "hopes to make the University of Toronto the post-graduate university of Canada and have students from the West and the Maritime Provinces come to Toronto instead of going to an outside country." By offering a library course a new field of post-graduate work would be

opened up, which could be made to lead to a degree and could so be made to fit into the work of the Faculty of Education, by training the teachers-in-training for the dual work of teaching and library administration which will be theirs for some time in the future, in those five thousand school libraries which the Minister of Education referred to as existing in Ontario. This training would meet the wishes of the Dean of the Faculty of Education, who is desirous that all the students of that Faculty should receive instruction in library technique. As the school would have no competitor in Canada, it should attract many students who would otherwise go to the States and be lost to Canada in all probability.

The organization of a library school in connection with a university has a parallel in the United States, where at least two schools are under university authority, that of the University of the State of New York, and that of the University of the State of Illinois. The New York State Library School has always been a university organization. It originated at Columbia College in 1887 and was transferred to Albany, when its founder became State Librarian. The Illinois State Library School began as a part of the Armour Institute of Chicago, but four years later, in 1897, was absorbed into the State University. As before mentioned, certain other universities have library courses or library departments.

If this University undertook the work, the Library would be the natural centre for instruction and the proper place for students to do practical work and observe methods.

There are two ways of managing a library school. By the first, the Librarian acts also as Director of the School, over which he has general supervision, but he delegates the daily routine work to a Vice-Director, who gives all his time to the library school work, and thus cannot hold a position

on the Library Staff. The Vice-Director is assisted in the work of teaching by members of the Library Staff and by lecturers from outside, as occasion requires. The second way of managing a library school is to have an Advisory Committee, consisting of the Chief Librarian and one member of the Library Committee, which confers with the Principal and Faculty of the Library School. Under either plan, the course of instruction extends over eight or nine months as in University departments of study. The school has to be accommodated in a class-room, which holds twenty or twenty-five desks and the students have to have free access to the stack and all departments of the Library. The equipment required is desks, chairs, shelves, blackboards, and typewriters.

In their respective tasks both the school and the library would be helped eventually by the Library School, which would seek to train persons to teach others, especially children, to love books and reading. This teaching to read is not simple, and yet most important, as the following from the Cleveland Educational Survey will show. It reports that reading is the subject in elementary training, which all teachers find the most difficult to teach, yet which they all agree is the most important thing a child can learn, because it opens to him the whole range of knowledge and gives him a constant source of enjoyment. I quote the words of the Survey, "...in their relations to each other, schools and libraries should subordinate every other consideration to the single aim of implanting in every child an invincible love for reading. A child should be taught to read widely, enthusiastically, intelligently,and discriminatingly. There is only one way in which this can be done, that is, by introducing him, at an early age, to a great variety of well chosen books and encouraging him read. The progress in reading will

depend largely on the number of interesting books available. A child must learn to read as he learns to talk, through unremitting exercise. It is the work of the school librarian to follow up the work of the teacher and give the child the books suited to his years and intelligence." An American librarian of great experience said this, "To teach children and young persons how and what to read and how to study... to search unweariedly for the persons properly equipped to do this educational work, and to remain unsatisfied, until the right ones have been found, to my mind, this is the program of the future for many libraries."

The aim of the library school is to train teacher-librarians, or librarians who will co-operate with teachers, and to help libraries to find "the right ones". A school with such a purpose could grow out of the work of the University Library as naturally as a new branch out of a tree.

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TORONTO, CANADA, 7th July, 1919 191

Dear Mr. President:

I received a letter from you asking me to provide three seminary rooms in the Library Building, for Classes in Spanish to be conducted by the Department of Education, and I gave instructions accordingly. Mr. Brebner now informs me, by telephone, that the classes will comprise 30 students. There is only one of our seminary rooms which would hold a class of that size.

Yours faithfully,

H.H. Langton

Librarian

The President,

University.

July 15th, 1919

H. H. Langton, Esq.,

Librarian, University of Toronto.

Dear Mr. Langton:

The staff of the Summer Session tell me that their students are unable to get books after one o'clock. These classes are meeting during July and will continue until the 6th of August. Is there any way possible by which arrangements could be made so that their needs can be met ? Their classes continue throughout the morning.

Yours sincerely,

President.

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UNIVERSITY OF TORONTO

LIBRARY

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TORONTO, CANADA, 16th July, 1919 191

Dear Mr. President:

I have your letter of yesterday. I am giving instructions that the Library shall be open from ten to four until the 8th of August, when the Summer Session closes. I presume this will meet their requirements.

Yours faithfully,

H.H. Langton

Librarian

The President,
University.

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TORONTO, CANADA, 24th October, 1919 191

Dear Mr. President:

I learned quite indirectly that an arrangement is said to have been made by which one of the Departmental Study Rooms in the Library Building has been transferred from one Department to another for class room purposes. It seems to me that no arrangement of that kind can properly be made without the consent of the Library Committee, which, in the event of the Department actually in possession not requiring the room any longer, may have other and more pressing uses for it. The transfer was first brought to my knowledge by the urgent demand of Professor Alexander for the use of the room, he giving up his share of the present room occupied both by English and German departments to the German Department. I was assured that the Philosophical Department which had hitherto been in occupation of the room had removed from it altogether and had acquired other quarters for their purposes in some other Building. On writing to Professor Brett to ask him if this was the case, he tells me that at a conference between himself and Principal Hutton, it was arranged that the room should be vacated by the Philosophical Department and turned over to Principal Hutton for class room use in connection with University College. I don't think a private arrangement of that kind should be allowed to be carried out without at least hearing the claims of other Departments, such as English. Moreover, I should think that the use of any Library room for classes exclusively should not be ~~dealt with~~ decided upon except with the consent of the Library Committee which presumably has jurisdiction over the uses of Library Building and its contents.

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24th Oct., 1919

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I would suggest to you, therefore, that you call a meeting of the Library Committee to consider what disposition of this room should be made, in the interests of all parties.

Yours faithfully,

H H Langton

Librarian

The President,

University.

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TORONTO, CANADA, 4th Dec., 1919 191

Dear Mr. President:

I return you Mrs. Graham Murray's letter. Of the periodicals she mentions, Blackwood's is complete in the Public Library; Westminster Review, in the Legislative Library; North British Review, reasonably complete in the Public Library; Edinburgh and Quarterly, complete in our Library. I don't think we need duplicate any periodicals accessible in other Toronto Libraries. The Debates of the House of Commons we likewise have.

Yours faithfully,

H H Langton

Librarian

The President,

University.

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TORONTO, CANADA, 15th Jan., 1920 191

Dear Mr. President:

The Bursar has demurred about paying out for Petty Cash as much as $200.00, and suggests that you should initial my letter to him, which I enclose, as his guarantee. This was the sum which Mr. Dunlop told me he would like to have. If you are satisfied, therefore, will you please initial my letter to the Bursar and have it sent on to him ?

Yours faithfully,

H H Langton

Librarian

The President,

University.

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TORONTO, CANADA, 15th January, 1920 191

The Bursar,

University.

Dear Sir:

I certify that Mr. W. J. Dunlop, Faculty of Education, is to receive from you $200.00 for Petty Cash disbursements in connection with the Canadian Historical Review, to be charged against the appropriation for University of Toronto Studies.

Yours truly,

H H Langton

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TORONTO, CANADA, 10th Jan., 1920 191

Dear Mr. President:

I have had a couple of interviews with Mr. Dunlop, at one of which Mr. Wallace assisted. The net result is this proposition from Mr. Dunlop:

That he should be business manager for the Canadian Historical Review for a fee of $500.00 per annum, or at any rate for the first year, exclusive of expenses. The expenses he roughly estimates as follows:

Half-time of a stenographer	$350.00
Postage, stationery & incidentals	300.00

The total, $1150.00, is large, but possibly $300.00 of it is incidental to launching the enterprise. A subscription list of 500 subscribers would be required to carry this annual charge for business management. In addition there would be advertisements, of which he seems confident that he could get us ~~quite an~~ a certain amount, perhaps a couple of hundred dollars worth annually. I don't suppose we could do any better by any other method. Mr. Dunlop's fee of $500.00 is, after all, only equivalent to a fifty per cent. commission on securing five hundred subscribers. We should have to pay that amount of commission to any firm of publishers or to any canvasser. Of the additional expenses of management, the charge of half the time of a stenographer sounds a good deal but perhaps not for the first six months or even year of publication. Fortunately, the current financial year, for which we have $1600.00 available from the University Studies grant, is half over and therefore the expenses of printing and editorial work will be only for six months, so that our appropriation for the current financial year will enable us to meet all the initial expenses of launching the publication in the next six months,

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TORONTO, CANADA, 10th Jan., 1920 191

even if we got no subscribers at all.

The above statement is pretty much what I shall have to make to the Studies Committee next Wednesday. It seems to me that the Committee can do nothing but accept Mr. Dunlop's proposition on the whole, although some modifications might be introduced.

Yours faithfully,

H. H. Langton

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TORONTO, CANADA, ~~28th Jan., 1920~~ 191

Dear Mr. President:

At the last meeting of the Library Committee, held to-day, it was resolved to recommend that Miss Marjorie Burgess be appointed to a clerkship in the Library at the salary recently adopted by the Board of Governors for the minimum salary, which I understand is $ 750.00 a year.

Yours faithfully,

H H Langton

Librarian

Query - From what date does appointment commence? E.

29/1/20.

The President,

University.

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TORONTO, CANADA, 19th April, 1920 19

Dear Mr. President:

At a meeting of the Library Committee, held 17th April, it was resolved to recommend to you the appointment of Miss C. B. MacFayden to the second of the two Library assistantships authorized by the Board of Governors, which has hitherto been temporarily filled. Her salary, I presume, will be the same minimum salary for recent appointments, such as Miss Burgess, and the appointment should date from 1st April.

£.0 £7 50. per ann.

Yours truly,

H H Langton

Librarian

O.K.

The President,

University.

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TORONTO, CANADA, 26th May, 1920 19

Dear Mr. President:

On making inquiry of Mr. Hamilton this morning as to whether the shipment of leather from England for the Library bindery had been heard of, in response to my order to him dated April 12th, he told me that the order had not been sent and referred me to you as responsible for holding up the order. I remember that, some days after I had sent him the order, you told me, in conversation on another matter in your room, that the order had not yet been transmitted by Mr. Hamilton on the ground that the question of leather binding was under consideration, and you asked me whether it would make any difference. I thought I had explained to you that delay in ordering would make all the difference in the world. Apparently you took no further action, and the consequence is that no leather has been ordered and the necessary binding of damaged dictionaries and textbooks to fit them for use in October cannot be carried out in time for the opening of term. Apart from this particular mischief done as a consequence of holding up the order, I beg to represent to you that the Manager of the University Press construed his functions in a very disastrous way to the ordinary business of the University when he took upon himself to hold up an order given by a responsible official of another department, without notice that he was doing so or proposed to do so. By referring the matter to you, as he did in his letter to you of April 15th, he attempted to shift the responsibility. When you authorized him not to send the order, you, in effect, suspended me from one of my functions as Librarian. Was it your intention to do so ? In that case, I submit that you should under the Act have reported your action to the Board of Governors,

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TORONTO, CANADA, 26th May, 1920 19

as provided in Section 88, Sub-section 6. You can hardly have been influenced by the inaccurate statement in Mr. Hamilton's letter to you that the question of using leather was under consideration by an investigator, Mr. Jackman, because you knew that the Sub-committee, of which Mr. Jackman was one member, had already reported in favour of using leather. Even though the question is still under consideration, I cannot see that essential work should not go on until the present Committee presents its amended report for adoption, which will certainly not take place until late next autumn. Nobody can foresee what recommendations they will make. A natural assumption would be that existing specifications continue in force and should be carried out until a change is actually ordered. Any other interpretation would surely lead to disorganization and serious delay. Such disorganization has resulted now from Mr. Hamilton's action in not transmitting my order for leather.

Yours faithfully,

H.H. Langton

Librarian.

The President,

University.

May 27th, 1920

H. H. Langton, Esq.,
Librarian,
University of Toronto.

Dear Mr. Langton:

A few weeks ago when Mr. Hamilton spoke to me about the ordering of the leather the report of the sub-committee on binding was still under consideration, Professor Jackman having placed in my hands his minority report in which reductions in binding in leather were strongly recommended. While I have made no assumptions as to what the final report of the committee might be, I felt that in case the committee should recommend a reduction in the amount of leather it might be well to go slow, and Mr. Hamilton represented to me that a short delay in the ordering of leather would make no difference as to his ability to meet your demands for binding, nor would it greatly affect the prices. In view, therefore, of the possibility that less leather would be required and on the assurance that he would be able to meet your requirements as to binding, I authorised him not to send the order until this committee had reported. Now that you tell me the committee is not likely to report for some time, and that therefore the present specifications will remain, I will at once see Mr. Hamilton, and have him put the order into effect.

Yours sincerely,

President.

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TORONTO, CANADA, 29th May, 1920 19

Dear Mr. President:

I have your letter of 27th May, in reply to mine. It is my duty still to represent to you that the Librarian and not the Manager of the University Press is the responsible official from whom alone authentic information on Library binding can be obtained. Mr. Hamilton's representations to you, on which you relied, were not correct, as I could have told you if you had communicated to me his assurance to you that he would be able to meet our requirements as to binding whether my order for leather were filled promptly or not. He was not and could not be expected to be in possession of the facts. Please understand that I am raising this purely as a constitutional question in the interests of effective administration of the Library.

Yours faithfully,

H H Langton

Librarian

The President,

University.

May 31st, 1920

H. H. Langton, Esq.,
Librarian,
University of Toronto.

Dear Mr. Langton:

I have to-day seen Mr. Hamilton. He informs me that last week he sent off the order for the leather, and I have told him that there must be no delay in securing what is necessary.

I quite understand that you regard this from the point of view of a constitutional question. On the other hand I have to consider this that provided the binding is done according to the specifications of the Librarian and in the time that he requires that the Manager may be given freedom as to when he places an order, he taking the responsibility of having the Librarian's specifications complied with.

In this case the Manager assured me that he would have the leather in time for the binding even were he to wait a few days on the expectation that the finding of the Committee would then have been arrived at.

With kind regards, I am,

Yours sincerely,

President.

June 1st, 1920

H. H. Langton, Esq.,
Librarian, University of Toronto.

My dear Mr. Langton:

An old lady, Mrs. Lauder of 178 University Avenue, has just been to see me for the purpose of giving some books to the University, which she wants to be kept together. I told her that there was no likelihood of its being done, especially as there was no room in which they could be put, and I did not think with our crowded conditions there was any likelihood of their being received by the University. She was so insistent that I promised her to write to you as Librarian so that I might get your definite opinion in the matter. Would you kindly let me know at your early convenience what your view is ?

Yours sincerely,

President.

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TORONTO, CANADA, 2nd June, 1920 19

Dear Mr. President:

I have your letter of June 1st, enquiring as to the possibility of keeping together any collection of books presented to the Library. I do not think it would be possible to keep any promise of the kind unless the books were all on a particular subject. The necessities of the use of the Library compel us to classify books by subject. There is also no provision in the construction of the building for special rooms where such collections might be kept. It is, therefore, extremely desirable that any intending donor of books to the Library should realize that our conditions both of house room and of service would not permit of separate collections.

Yours faithfully,

J H Langton

Librarian

The President,

University.